

Children's Rights Impact Assessment (CRIA)

Initial Assessment and Update

The reopening of schools in Jersey

26 May – 17 June 2020



The United Nations Children’s Rights Convention (UNCRC) in Jersey

Following the Island’s request, the UK extended its ratification of the UNCRC and two of its Optional Protocols to Jersey in 2014. As a result, the Island is bound to the UNCRC by international law and is subject to the monitoring and reporting processes of the United Nations Committee on the Rights of the Child (the UN Committee). Jersey also has an obligation as a State Party to continue to pursue measures to further realise children’s rights and implement the UNCRC.

In 2018, the Council of Ministers agreed to adopt an incremental approach to incorporating the UNCRC into domestic legislation, beginning with a due regard model of indirect incorporation. As part of the priority to put children first, the Proposed Government Plan 2020-2023 includes a commitment to:

Bring forward primary legislation for indirect incorporation of the United Nations Convention on the Rights of the Child, which will establish a requirement for the Government to consider and safeguard children’s rights in relation to policy, legislation and practice.

Ministers have also committed to review the option to directly incorporate the Convention, once they have considered the findings of the independent review of the alignment of Island’s legislation with the UNCRC. This review has been commissioned and is expected to be completed in 2020.

Indirect incorporation of the UNCRC in Jersey law will establish a robust foundation for progression to direct incorporation, if this is approved by Ministers and the Assembly.

Children's Rights Impact Assessment - Initial Assessment 26/5/20

This section of the document is a preliminary assessment of the proposed policy. It will seek to identify areas for further development and analysis with regards to children's rights in relation to the United Nations Children's Rights Convention (UNCRC).

1. Name the policy and describe its overall aims

Policy proposal

Following advice from the Scientific and Technical Advisory Committee (STAC), the Minister acknowledges that the time is approaching for schools to begin the process of an incremental reopening to more pupils.

Government-provided schools and colleges in Jersey have been closed, by Ministerial order, since Monday 23 March, due to the outbreak of COVID-19. All schools and colleges currently remain closed, except for children of critical workers and some children identified as being vulnerable.

Aim

The aim of this policy is to ensure the safe and positive return of children to schools and colleges following the period of protracted closure occasioned by the Government's Delay | Contain | Shield strategy which has been developed in response to the coronavirus pandemic.

Timeline and implementation

The phased return of pupils to schools is initially proposed to commence with the re-introduction of Year 6 pupils into Government of Jersey primary schools from **8 June**. Also, from this date, it is proposed that Government of Jersey secondary schools and colleges will begin to offer incremental face-to-face contact with Year 10 and Year 12 students. Non-provided schools have been consulted and are expected to align their returning year groups.

Following comprehensive monitoring and assessment of the impact that reopening of the schools has on the infection rates of COVID-19 in the community, and on pupil safety and wellbeing, it is proposed that consideration is given to the return of further year groups in primary schools from **22 June**.

Planning will continue with secondary schools and Highlands College to establish the opportunities that can be made available to all other year groups beyond Y10 and Y12.

It is also proposed that consideration will be given to enable more children to return to their nursery, childminder or nanny, in accordance with established guidelines agreed with Public Health.

This will be led by Public Health advice and in consultation with school leaders and unions.

Background information

On Monday 11 May, Jersey moved to Level 3 of the Safe Exit Framework. Within Level 3 of the Framework, the commitment has been made to develop a plan for the opening of schools and colleges to be staged to align to levels 2 and 1. Advice to the non-provided sector will also be developed as part of this planning.

The current position with regard to nurseries, schools and colleges is as follows:

- All Government-provided schools and colleges were closed, by Ministerial order, on Friday 20 March (with effect Monday 23 March).

- Special Schools have remained open, with prioritised access to some students following risk assessments.
- Schooling has moved to virtual teaching and remote learning for pupils and students.
- Schools, colleges and some nurseries and childminders have re-opened, with health measures in place, for the children of critical workers and some vulnerable children, in the week beginning 30 March (administered by a new Critical Workers Hub).
- Head teachers, teachers and support staff volunteered to enable Easter holiday opening with planned activities for children of critical workers, assisted by other partners. This is set to be repeated during the May half-term, which commenced 25 May.
- There are currently 369 vulnerable children and 432 children of critical workers eligible to attend primary school. This represents 72% of the current capacity (defined as 1/6th normal pupil population). This capacity figure was agreed with the Deputy Medical Officer for Health as an accepted way to define pupil population limits. Attendance of this current eligible population varies between 23% and 42%.

2. What likely impact will the policy/measure have on children and young people?

The policy will have direct impact on a significant number of children and young people in Jersey. This screening document provides an overview of the possible positive and negative impacts of the phased reopening of schools to more pupils, before citing the group of key UNCRC children's rights articles that may be impacted, and some initial mitigations that may be considered.

Possible positive impacts of a phased reopening of schools

- Focus on the increased return and support for the most vulnerable children.
- Improved safeguarding (reduced risks) for a greater number of children.
- Improved access to education for Y10 and Y12 pupils to reduce impact on future outcomes.
- Improved transition for Year 6 pupils to reduce anxiety and other wellbeing risks.
- Focus on mental health/wellbeing, pastoral care and building trust.
- Social interaction, routine and structure to improve wellbeing.
- Specialist support services for targeted interventions.

Possible negative impacts of a phased reopening of schools

- Increased level of contact leading to greater risk of exposure to virus and subsequent illness of children, young people and members of staff.
- Risk to mental health/wellbeing of children returning to school, as expressed in the *Jersey Children and Young People Survey* in May 2020.
- Continued disruption of friendship groups and social network.
- Risk of prolonged isolation and exclusion if not considered in the initial year groups who return to school.

As well as these possible impacts, interrupted education also has long-term consequences for societies and economies. These can include increased inequality, poorer health outcomes, and reduced social cohesion¹. The phased return of pupils to schools in a timely manner will help to reduce these effects if managed carefully in an evidence-based way.

UNCRC articles of focus

In light of the above, the following clusters of articles² from the UNCRC are considered particularly relevant to the proposal, and will be explored in greater depth in a more comprehensive CRIA:

¹ Framework for Reopening Schools UNESCO, UNICEF, the World Bank and the World Food Programme <https://www.unicef.org/media/68366/file/Framework-for-reopening-schools-2020.pdf>

² 'Cluster' concept and refined articles adapted from *Improving the wellbeing of children and young people in New Zealand – Guidance for carrying out a Child Impact Assessment*, NZ Government, 2018

General

- ❖ Article 2 – *Discrimination* - The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.
- ❖ Article 3 – *Best Interest* - All organisations concerned with children should work towards what is best for each child.
- ❖ Article 6 – *Right to life, survival, and development* - All children have the right of life. Governments should ensure that children survive and develop healthily.
- ❖ Article 12 – *Voice* - Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Education

- ❖ Article 28 – *Education* - Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free.
- ❖ Article 29 – *Personal development* - Education should develop a child's personality and talents to the full. It should encourage them to respect their parents, their own and other cultures.
- ❖ Article 31 – *Leisure and social interaction* - Children have a right to relax, play and join in a wide range of activities.

Possible mitigations to negative impacts of a phased reopening of schools

- Adherence to local and international scientific evidence and public health guidance.
- Incremental approach to return of children and young people.
- Continuous review of the initial prioritisation in the light of:
 - ongoing impact analysis of the pandemic;
 - learning from other jurisdictions (especially those further ahead in their responses; and
 - implementation and continued engagement with professionals, parents/carers, children and young people.
- Tailored and flexible approach based on individual school situations.
- Clear operational guidance and specialist support to schools.
- Pupil engagement, including access to information, participation and feedback.
- Teacher support and training.
- Wider community engagement and support.
- Poverty proofing approaches to delivering the curriculum to learners at home and at school.
- Increase investments in remote learning provision to ensure digital exclusion is addressed further (e.g. move to provide broadband to families without access).

3. Which groups of children and young people will be affected?

All children will be affected to some extent in that the necessary graduated response means that not all children can benefit at the same time. This means that it will be necessary to continue to review the impact of and, where required, sustain and/or develop the mitigations for continued home learning and living.

The groups of children who are directly affected by the proposal are:

- Children and young people in Year 6, Year 10 and Year 12.
- Children in nursery or childcare settings.
- Vulnerable children.
- Children of critical workers.

4. Have children and young people had a say and their voice heard in this proposal?

To inform this preliminary assessment, in May 2020, **2,105** Children and young people in Jersey completed the *Jersey Children and Young People Survey*, sharing their thoughts and feelings about the coronavirus pandemic. The confidential survey, which was a collaborative project between the Government of Jersey's Department for Children, Young People, Education and Skills and the Office of the Children's Commissioner, gave children and young people a chance to comment on their experiences so that ongoing support can be tailored to meet their needs, both at home and when they return to schools and colleges.

The results of this are informing and shaping the initial framework for the phased reopening of schools and colleges.

Further engagement with children and young people will be required throughout the incremental reopening, continually informing the wider approach to ensure the voice of children and young people is evident in our continued response. This is intended to include feedback from the School Council network and engagement with the accredited Rights Respecting Schools, their steering groups and school councils.

Close working with the Children's Commissioner will also be desirable, enabling the Department to tap into the network supported by the Commissioner's Office and to benefit from the rights-focused advice available.

Summary of key findings

Returning to school

- Around two-thirds of primary-age children expressed excitement at going back to school, compared to fewer than half of older children.
- About one in three children expressed some sort of concern, such as anxiety, sadness, or safety concerns.
- Anxiety was the most common concern, affecting around 10% of primary children and 15-20% of older children.
- Around 8% of children of any age mentioned safety concerns.
- When asked about support needed after lockdown, children most frequently mentioned help relating to wellbeing (22%), education (18%), and social issues (11%). Wellbeing issues included the need for time to return to normality (8%), mental health (6%), and safety in school (6%).

Wellbeing and home life

- 48% of children stated that they were feeling worried (for a range of reasons).
- More than 80% of children said that they missed their friends.
- Around 95% of children felt safe at home.

Learning from home

- 76% of children said that they had help from parents or family during the lockdown. Only 58% mentioned help from teachers, while 13% said that they hadn't had any help at all.
- Over 98% of primary-age children said that they have been able to do schoolwork at home, but this declines to 95% for ages 11-16 and 89% for those over 16.

5. Do the impacts identified require further analysis?

The policy proposal will have significant and direct impact on a considerable number of children and young people in Jersey, as identified above. The Government of Jersey will adopt a children's

rights approach in the decision-making, policy and practice to ensure that action is taken to address impacts identified. In respect to the UNCRC articles cited, this includes³:

Article 2 – Discrimination

- The most vulnerable children, and the children of critical workers will remain a priority for continued return, as they have throughout this period. The Department will regularly review the criteria for the vulnerable group of children in order to ensure that it can respond appropriately to changing need (e.g. in relation to vulnerabilities that arise from, or are exacerbated by, socio-economic circumstances).
- The decision has been taken to base the return to schools on educational needs of the children, prioritised according to local assessment. Research and consultation with educational experts used to identify which other children or groups of children to return based on educational needs.
- Particular key stages of learning identified in the first phase. Year 6 pupils (KS2) identified in primary due to the risk of adverse impact caused by disjointed transition to secondary. Years 10 (KS4) and 12 (KS5) identified to receive face-to-face contact due to the impact to their exam preparation in these crucial years. Further delay to a return to school could negatively affect their future and cause anxiety and wellbeing issues due to the loss of valuable teaching, support and preparation.
- Support schools and teachers fully in reopening for additional children and young people. Discuss the risks of bullying to minority groups, or stigma attached to a child or family member contracting the virus. Communicate with public to reduce stigma, normalise messages about fear and anxiety, and promote self-care strategies.
- Schools to ensure there is space to temporarily separate sick students and staff without creating stigma. Procedures to be shared with staff, parents and students, including advising all sick students and staff to remain home.
- Increase provision of mental health and psycho-social support services that address stigmatisation/discrimination and support children and their families in coping with the continued uncertainties of the pandemic.
- Prioritise financing to support recovery needs, especially for disadvantaged students.

Article 3 – Best interest

- It was recommended by the Scientific and Technical Advisory Cell (STAC) that due to the 'balance of known harms' it was within a child's best interests to return to school, if possible, reassured that it is safe for them to do so.
- Vulnerable pupils and staff remain a priority and will continue to receive clear strategies based on individual circumstances.
- Form or adapt policies to protect students, staff, and teachers who are at high risk due to underlying medical conditions or age, with individual school plans in place to cover absent teachers and continue remote education to support students unable to attend school, accommodating individual circumstances to the extent possible.
- Review referral mechanisms (e.g. CAHMS) to ensure capacity if referrals increase following return of schools.

Article 6 – Right to life, survival, and development

- An incremental, phased return has been decided, based on scientific evidence of the safest possible numbers of children and young people returning to schools. All decisions regarding increasing the number of pupils returning to school based on scientific evidence and signed-off by the Medical Officer for Health.

³ UNICEF framework used to shape considerations: *Framework for Reopening Schools UNESCO, UNICEF, the World Bank and the World Food Programme* <https://www.unicef.org/media/68366/file/Framework-for-reopening-schools-2020.pdf>

- Current world-wide evidence around the infection risks related to school attendance is inconclusive; however, evidence suggests children and young people are in the least vulnerable category in terms of contraction and transmission of the disease.
- Test, trace and isolate policy to be rolled out fully prior to children returning to schools.
- Provide schools with social distancing guidelines, with information made accessible to pupils in a clear child-friendly format. This may include prohibiting activities that require large gatherings, staggering the start and close of the school day, staggering feeding times, moving classes to temporary spaces or outdoors, and having school in shifts to reduce class size.
- Provide schools with clear operational guidance and specialist support alongside appropriate equipment and resource to ensure they are operationally able and ready to implement infection prevention and control measures. This includes minimum standards to be met on hygiene measures, including handwashing, respiratory etiquette, use of protective equipment, cleaning procedures for facilities, safe food preparation practices and robust risk assessments.
- Schools to promote health and hygienic practices to children and young people, with an emphasis on handwashing and respiratory etiquette.
- Provide training for administrative staff and teachers on implementing physical distancing and school hygiene practices.
- Develop bespoke arrangements in schools and nurseries based on their local context (capacity, physical environment, staffing).
- Develop complementary plans with partner organisations (which facilitate the operation of schools and nurseries - e.g. school buses, catering services etc.).
- Establish procedures with school leaders for if students or staff become unwell. Guidance should include monitoring student and staff health, maintaining regular contact with local health authorities, and updating emergency plans and contact lists.
- Develop a decision model to decide reclosing and/or reopening of schools and colleges as needed if there is a resurgence of community transmission.

Article 12 – Voice

- 2,105 Children and young people in Jersey completed the *Jersey Children and Young People Survey in May 2020*, sharing their thoughts and feelings about the coronavirus pandemic. These views are being used to shape policy on the reopening of schools to more children.
- Provide clear and accessible information to pupils on various aspects of the return to schools, as well as mechanisms put in place to capture feedback, such as a child-friendly feedback and complaints process. This will be essential in helping capture children’s voice throughout the phased return to school, on an ongoing basis, to ensure a tailored response based on feedback and evidence, and to enable engagement, participation and challenge.

Article 28, 29, 31 – Education, personal development and social interaction

- Research, such as the think piece from Oxford Brookes University⁴ advocates for schools to build their ‘Recovery Curriculum’ on a systematic, relationships-based approach, in order to reignite the ‘flame of learning in each child’. The levers included are relationships, community, curriculum transparency, metacognition and space. Approaches such as this have been shared with schools and are currently being considered to determine if there is value in a specific approach being developed for schools in Jersey.
- Curriculum to be adapted in schools to ensure gaps in learning are identified and met with targeted interventions so that pupils catch up and attainment gaps do not grow.

⁴ *Think Piece: A Recovery Curriculum: Loss and Life for our children and schools post pandemic.* <http://www.recoverycurriculum.org>

- Continued focus on home learning and provision of remote lessons for pupils who cannot attend schools. This includes the continual refreshing and promotion of the 'Learning At Home' website developed to help supplement the learning that schools are providing.
- Increase investments in remote learning provision to ensure digital exclusion is addressed further.
- Consider innovative teacher support methods, such as online professional development, to meet the emerging needs of teachers and pupils.

It is proposed that an ongoing analysis of the impacts the reopening of schools and colleges will have on children and young people will be developed iteratively throughout the phased return. This will help to ensure that different actions and monitoring procedures are put in place when children and young people return, and a variety of stakeholders are engaged to enable the development of a holistic and thorough understanding. Through systematic monitoring and engagement, it is intended that a portfolio of evidence of children's rights can then be discussed and considered as part of a dynamic process that feeds into the overall response.

6. Recommendations

- i. Produce a comprehensive CRIA, and ensure it develops and evolves throughout the phased reopening of schools.
- ii. Gather ongoing qualitative and quantitative views from children and young people, and ensure that these feed into policy planning, development and delivery.
- iii. Ensure that criteria for vulnerable children is regularly reviewed.
- iv. Seek ongoing advice and challenge from the Office of the Children's Commissioner.
- v. Commit to publishing the CRIA.



Children's Rights Impact Assessment – Update 17/6/20

Update to the policy proposal and implementation

Policy proposal

Following the successful reopening of schools on the 8 June to pupils in Year 6, 10 and 12, the Minister for Education has now taken further advice from STAC regarding the staggered return of pupils in other year groups.

The Minister's decision regarding the reopening of schools is informed by the difference, principally in the contracting operation of 'bubbles' in primary, and the need to maintain one metre physical distancing between students in secondary.

Implementation update

- Special schools have made bespoke arrangements for their pupils since the outset of the pandemic, staying open throughout. This position will remain unchanged from the week beginning 22 June, and to the end of the school year.
- In addition to current arrangement for Year 6 pupils, all primary school children will return to school, in a phased plan, from 22 June.
- In addition to current arrangements for Year 10 and Year 12 students, all secondary school children will return to school for as much face-to-face time at school as feasible from 22 June, in a phased plan, for on-site learning until the end of term, with the ambition for all students having face-to-face time by no later than 30 June.
- Non-provided schools are following the same Public Health advice for reopening, based on the STAC advice to the Minister for Education.
- Primary and secondary schools will continue to adhere to health and safety guidelines, led by Public Health advice. This includes guidance on physical distancing, risk assessments and sanitation.

Which groups of children and young people will be affected by the updated proposals?

All children will be affected to some extent in that the necessary graduated response means that not all children can benefit at the same time. This remains, even with the move to reopen schools to all pupils.

The groups of children who are directly affected by the proposal are:

- Children and young people in Key Stages 1, 2, 3, 4 and 5
- Children in nursery or childcare settings.
- Vulnerable children.
- Children of critical workers.

Updated impact analysis

Article 2 – Discrimination

The phased reopening of schools to some groups of pupils from 8 June was supported by evidence and advice from STAC. Following this first phase, new evidence and advice has been issued to enable the reopening of schools to all pupils from the 22 June. This has helped to ensure that fewer pupils are discriminated against by the process of reopening schools to all pupils.

The group that is still unable to return due to COVID-19 are those who are vulnerable/critical due to the need to shield from the virus. The criteria for this group of pupils and teachers is being continually assessed and reviewed to ensure they are supported throughout this period.

Stigma and bullying

A communications campaign has been launched to communicate the medical evidence to support reopening schools. Through a media and social media campaign, posters have been printed for every school to normalise messages about fear and anxiety, to reduce stigma about contracting the virus, and to promote self-care strategies in a child friendly design. These have also been translated into Portuguese, Polish and French.

Service provision to support families

The Psychology and Wellbeing Team have produced wellbeing 'grab-packs' on a range of topics to support children, young people and families. These are also available in Portuguese, Polish and Romanian.

The Children and Families Hub continues to offer a co-ordinated response to address safeguarding and support needs for children and families. The online Information Directory was launched at the end of May to help families access information more easily. This was designed based on feedback from parents and young people.

The Directory currently has information on over 70 services that support children, young people and parents and also details other ways to seek support from the Children and Families Hub by telephone, email or an online request for advice form.

The Youth Enquiry Service (YES) offers information, advice and counselling to young people and operates a free helpline available Monday to Saturday, 12pm to 7pm. Over the months of April and May (in comparison to previous years data), YES counselling significantly increased capacity to meet the growing needs of children and young people.

Article 3 – Best interest

The advice from STAC and the Medical Officer for Health is that it is safe to start reopening schools to all pupils from 22 June. The risks to the health, welfare and education of children from a continued absence from school is now deemed to outweigh the risks from COVID-19. The safety of children, staff and their families remain the absolute priority.

Children and young people who are considered clinically to be high risk individuals (extremely vulnerable) will continue to shield and will not be expected to attend schools. Moderate risk (vulnerable) people are those considered to be at a higher risk of serious illness from COVID-19. A small number of children will fall into this category and parents should follow medical advice if their child is in this category.

Article 6 – Right to life, survival, and development

In advance of the decision to open schools to all year groups on 22 June, there has been extensive discussion at STAC on the growing evidence of:

- the limited effectiveness of school closures on decreasing the infection rate
- the low likelihood of children contracting the virus
- the low likelihood of children spreading the virus to others
- the low health impacts of Covid-19 infections in children
- the increasing wider health impacts of school closures on children and parents/carers.

Outputs were shared with head teachers and teaching unions and will continued to be shared to support the implementation of the advice. The consistent message from STAC is that children must come first and that 'anxiety thrives on avoidance'. The delay in returning to school is leading to negative effects on mental health of both children and parents. The decisions made

during the pandemic must also take into consideration the wider impact on the island and limiting the access to schooling is contributing to restricting parents returning to work.

Testing and contact tracing are being implemented to establish the source of the infection. If a child or staff member develops symptoms of COVID-19 they have been advised to immediately call the helpline provided. Following this discussion, if required, a test will be arranged. If there is a confirmed case (a positive PCR test) within the school setting, then the contact tracing process will begin.

Communication with schools

Regular meetings have taken place with unions, head teachers and school advisors. Each school, college and provider will have a detailed plan for reopening to ensure that arrangements are tailored, within the guidance, to reflect their setting. Schools and other settings have been provided with advice on the steps they should consider taking when they reopen to a greater number of pupils. This includes:

- limiting the amount of contact between different groups of children (such as smaller class sizes, with children and staff spread out more)
- additional protective measures, such as increased cleaning and encouraging good hand and respiratory hygiene.

Risks to children, teachers and families

Schools, colleges and childcare settings have been given guidance and support on risk assessments to help them reduce the risk of transmission of the virus as more children and young people return. Each setting will use a range of protective measures to create safer environments and help reduce the risk of the virus spreading. The protective measures will be tailored to each setting and will depend on individual circumstances. They will ultimately be implemented to minimise risks to children, staff and their families. Schools and other settings will communicate their plans to parents.

Approaches schools and other settings will take include:

- carrying out a risk assessment before opening to more children and young people. The assessment will address the risks of COVID-19 so that sensible measures can be put in place to minimise those risks for children, young people and staff
- making sure that children and young people do not attend if they or a member of their household has symptoms of COVID-19
- promoting regular hand washing for 20 seconds with running water and soap. Use of hand sanitiser (with 60-70% alcohol content). Ensuring good respiratory hygiene by promoting the catch it, bin it, kill it approach
- cleaning more frequently to remove the virus from frequently touched surfaces such as door handles, handrails, tabletops, play equipment and toys
- reducing the number of contacts each child has through smaller classes or group sizes
- taking reasonable measures to ensure physical distancing, for example, through changing the layout of classrooms and creating one-way systems in corridors
- reducing mixing between groups through timetable changes. These could be staggered break times and/or staggered drop-off and collection times.

Monitoring the reopening of schools

Each school, college and provider will have a detailed plan for extending reopening, and monitoring impact. This will ensure that arrangements are tailored to their setting. COVID-19 infection rates will continue to be carefully monitored in the community to assess whether the

reopening of schools has any impact. This will inform decisions on the return of further year groups the following week on 29 June and will be led by Public Health advice and in consultation with school leaders and union colleagues.

Article 12 – Voice

Communications campaign

The 'welcome back' communications campaign has been launched by CYPES to communicate the medical evidence to support the reopening of schools. Through a media and social media campaign, posters have been printed for every school to normalise messages about fear and anxiety, to reduce stigma about contracting the virus, and to promote self-care strategies in a child friendly design, all of which were translated into Portuguese, Polish and French.

A video campaign has also been launched to engage with pupils and parents, and to send out messages to reassure parents and children that it is safe to return to school. Children have been engaged throughout this campaign and many have spoken to media outlets about their experiences.

The campaign has been positively received and the Government of Jersey is confident of the reassuring messages it has provided. The high numbers of eligible children returning to school in the first instance, the tens of thousands of people who have viewed the videos online, and the support received from schools, unions, the Children's Minister, Children's Commissioner and parents, demonstrates the success of this campaign thus far.

The video and messages from the Minister, Medical and Deputy Medical Officer of Health, Principal Educational Psychologist, head teachers and children themselves have provided an opportunity to offer words of comfort and reassurance to both students and parents as they prepared for the return back to school. <https://youtu.be/PgyG2hYnkOI>

Engagement with the Children's Commissioner

The Children's Commissioner has been briefed twice by the Director General for CYPES, on 27 May 2020 and 17 June 2020, regarding the planning, including the commitment to a rolling CRIA, for the phased reopening of schools. The first of these meetings allowed the Director General the opportunity to thank the Children's Commissioner for her advice to the Education Minister (letter dated 18/05/2020) and to reassure the Children's Commissioner that the CRIA was, indeed, being informed by the advice received from her office; and was also being supported by inputs from Government of Jersey policy specialists in the SPPP Department. It was also agreed that these regular updates would continue and that the Children's Commissioner would be invited to join in the resumed discussions about the Government of Jersey's overall roll out of the CRIA (the first of which took place with the Director General and senior officials from the SPPP Department on 19/06/2020).

Article 28, 29, 31 – Education, personal development and social interaction

Recovery Curriculum

A number of resources have been prepared to support schools with the wellbeing of pupils within the Recovery Curriculum. Resources provided include:

- 'Grab Packs' on specific mental health needs in all main community languages
- An overview document, called *A Graduated Approach to Wellbeing Recovery*
- Models to help pupils understand their own wellbeing and for school staff to understand and support them when they spot warning signs
- Tools, exercises, advice notes, lesson plans and PowerPoint slides
- Critical Incident leaflets
- Resources for parents and children.

The impact of learning at home

The Standards and Achievement team are working to understand the impact of learning at home on children and how schools and the Department can best support them on their return to schools. A report will be written to assess the impact on learning.

As part of the evidence base for the report, the following activities have been undertaken to capture the voice of children, young people and parents.

- A questionnaire was sent out to understand the experiences of the child whilst learning at home, with over 1,750 responses received. The questionnaire was devised to be answered by parents, with a section included for children and young people to express their views. This included four questions for children to answer themselves about their learning experiences whilst at home and how schools and CYPES can support them when they return to school.
- Advisers in the Standard and Achievement team will undertake visits to schools following the reopening to speak to small groups of pupils regarding their experience of learning at home during school closure. In total, 10 schools will receive visits, with up to 100 pupils who are eligible for Jersey Premium support, involved in the exercise. The schools will select pupils to be involved from Key Stage 2, 3 and 4. The purpose of the visit will be to give students who are eligible for Jersey Premium support a chance to voice their experiences of learning at home. It will also enable the Department to understand the experience that students had whilst schools were closed and how schools and the Department can offer to support them effectively; both when they are back at school and in the future.

Providing education

Education settings will have the flexibility to provide support and education to children and young people attending school in the most appropriate way during the reopening. For those pupils not returning to school, remote learning will continue to be provided. Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period.

This will include:

- consideration of pupils' mental health and wellbeing
- assessment of where pupils are in their learning to make any necessary adjustments to their curriculum over the coming weeks
- prioritising high need groups and support for those in transition years.

Learning At Home website

The Learning At Home website has continued to be updated with new materials, links and news updates for parents, children and young people throughout the phased reopening. This has so far supported many families with home learning. The website analytics show it has had more than 4,500 users so far, some from other countries across the world, with over 15,000 unique page views and 6,000 sessions recorded so far. There is an intention to continue to update this site to ensure that families are supported throughout the pandemic, and beyond.

Remote learning

Primary school teachers have received training on using technology for remote learning. This has included half-termly network meetings for all primary computing leads. The G-Suite CPD was implemented in response to an increase in schools using the Google platform. This was followed by the roll out of Office 365 and the MS Teams tool.

A technology consultant delivered five training sessions online, starting in February and running through to May. Nearly all primary schools were represented when the first session began, with 70+ teachers participating in the training. Bespoke training was also provided to teaching assistants, and network sessions continue to be delivered remotely, with the intention to return to face-to-face sessions from September 2020.

Feedback from these sessions have been extremely positive, with many colleagues feeling empowered and confident to deliver lessons to pupils online throughout lockdown.

MS Teams

Schools received the first MS Teams training from a Microsoft Innovator Educator Expert on Tuesday, May 20th. This session was open to teachers across all schools and was attended 250 teachers. This has also resulted in collaboration between practitioners and sharing best practice using this platform.

Due to the popularity and attendance of this session, there is an aim to provide further Online training in the future to ensure that teachers are fully supported in delivering effective online learning for pupils, in support of classroom activities.